

Introduction

In October 1999, the Army Chief of Staff (CSA) initiated a comprehensive transformation of the Army to create a more responsive, deployable, agile, versatile, lethal, survivable, and sustainable force capable of missions across the full spectrum of conflict. Soon thereafter, the Commanding General (CG), U.S. Army Training and Doctrine Command (TRADOC) directed an internal study to identify potential modifications to processes, products, and organization. The purpose was to ensure that the Army's institutional foundation continues to contribute to the readiness of the operational force as well as support its transformation to the Objective Force. This continuing study focuses on the skills, abilities, and characteristics that future soldiers and leaders must possess; changing the training and leader development education systems; and creating an organizational structure that will most effectively and efficiently support requirements of the full-spectrum operational environment. Each of these factors is critical in ensuring that TRADOC produces well-trained soldiers and competent, confident leaders for today's Army as we transition to the Objective Force.

On June 1, 2000, the CSA directed the CG, TRADOC to convene an Army Training and Leader Development Panel (ATLDP) to review, assess, and provide recommendations for the development and training of our 21st century leaders. A summary of the results of the panel's work including specific findings and recommendations is available at <http://www.army.mil/features/ATLD/ATLD.htm>. A second panel, focusing on noncommissioned officers, is in session as of this writing. This study will be followed by a warrant officer study.

Based on the internal TRADOC study and the findings and recommendations of the ATLDP officer study, TRADOC is preparing a strategic plan to redesign the Army's institutional base to optimally support both the current and future operational force. We will achieve this through robust and relevant training and leader development programs delivered by a streamlined, technology-enhanced organizational structure. We will leverage technology to create virtual links between the institutional training base and

TRANSFORMING INSTITUTIONAL TRAINING AND LEADER DEVELOPMENT

LTC Gordon K. Rogers

units to facilitate on-demand soldier access. We believe this information-age approach will minimize the workforce and equipment requirements associated with the current World War II era training model.

Training at the senior levels will continue to focus on strategic leadership. Overall, we seek to achieve a revitalized professional military education system grounded in hands-on experiential training supported by the following:

- **Common core instruction** in all courses of the three education systems (officer, warrant officer, and noncommissioned officer) will facilitate career-long, progressive, and sequential leader development. Where appropriate, common core tasks will be horizontally aligned across the three education systems to provide an opportunity for officers, warrant officers, and noncommissioned officers to train together on tasks they will perform together in the field.

- **Distance learning** technology will expand educational access and opportunities. Virtual linkage between combat training centers (CTCs) and schoolhouses worldwide will facilitate sharing of real-time operational experiences.

Warfighting Training

Soldiers and leaders must be competent in the warfighting capabilities and doctrine required to execute operations in a full-spectrum environment. They must be knowledgeable and experienced in analyzing their unit's battlefield operation and sustainment

capabilities. The warfighting module will teach leaders standard U.S. Army techniques and procedures for tactical decisionmaking and the tactical employment of brigades and battalions in full-spectrum operations. Warfighting training will be tactically focused, hands-on, and involve an execution-oriented training module. The warfighting module will culminate with a simulation exercise to test the ability of leaders to rapidly make decisions and synchronize all of the battlefield functional area systems within the framework of full-spectrum operations. The intent of the warfighting curriculum is to produce officers, warrant officers, and senior noncommissioned officers who are proficient in maneuvering, supporting, and sustaining brigade, battalion, and company units.

Branch/Tactical Training

The foundation of Objective Force unit competency is world-class branch technical and tactical training. The role of the branch school is paramount during the initial stages of a leader's career, the time when an individual receives grounding in branch-specific systems and equipment. Branch schools will continue to provide functional training in the new education system, but much of this training will increasingly be delivered through distance learning and training support to soldiers and units in the field. Branch schools will continue to fill the role of a subject matter expert and provide a reachback capability for soldiers outside of school. Branches will continue to sustain the arms profession.

Resident Curricula

To provide the skills, knowledge, and attributes required in the Objective Force, resident school curricula will increasingly focus on teaching the nature of war as opposed to merely the scientific conduct of war. The Objective Force operational environment demands leaders who can reason and make decisions in new and unexpected situations. The Objective Force leader must visualize, describe, and direct operations in the field in both linear and nonlinear conditions in a full-spectrum environment.

Resident curricula will be designed to instill an appreciation for end states and conditions, centers of gravity, decisive points, culminating points, and lines of operation. Objective Force leaders must understand operational reach, approach, and pause and tempo of battle. They must be able to plan and execute simultaneous and sequential operations. They must also be able to articulate their vision and intent to their subordinates for planning and execution. The new curricula will teach leaders to be mission-focused, performance-oriented, and instill a train-as-you-fight philosophy in their units. Objective Force leaders will be the doctrinally sound, primary trainers, who know themselves and can build a team fostered by life-long learning and mentorship.

Emerging Initiatives

The ATLDP concluded that two periods occur in an officer's career when institutional experience plays a critical role: initial entry when the institution prepares an officer to lead small units, and promotion to major when the institution prepares an officer for field-grade responsibilities in a wider variety of staff, command, and leadership positions at the tactical and operational levels. Based on panel recommendations and emerging conclusions of the TRADOC study, a comprehensive review and revision of officer, warrant officer, and noncommissioned officer professional military education is underway. Several emerging educational initiatives that will affect the officer education system are included in a comprehensive institutional leader development campaign plan. Some of these initiatives are discussed below.

Basic Course

The Basic Officer Leaders' Course focuses on initial leader development for all second lieutenants. Phase I, conducted prior to branch technical/tactical training, is designed to meet newly commissioned lieutenants' expectations and develop small-unit leaders with a common warfighting focus and warrior ethos. This phase embeds a common Army standard for small-unit fighting and leadership and provides hands-on, tactical leadership training. A combined arms cadre provides students with continuous feedback on leadership performance. Phase II provides training on platoon-level, branch-specific, tactical and technical skills. The purpose is to develop tactically and technically competent and confident small-unit leaders who have established a bond with their combined arms peers and are ready to assume leadership positions. The Infantry School will run Phase I pilots in FYs 01 and 02.

Intermediate Level Education (ILE)

Under Officer Personnel Management System XXI, ILE will be implemented no later than the fourth quarter of FY03. ILE prepares individuals for success as field-grade officers regardless of their career field, branch, or functional area (FA), giving them both a common core of Army operational instruction, and career field, branch, or FA education. The Command and General Staff College will develop and pilot the ILE common core curriculum in FY02. It will also develop and pilot the Advanced Operations and Warfighting Course to be taught to operations career field officers at Fort Leavenworth, KS, in FY03.

Tactical Commanders Program

The Citizens Advisory Commission (CAC) will redesign the Tactical Commanders Development Program (TCDP) to better prepare battalion and brigade commanders for full-spectrum operations, provide more experience-based commander training, expand Reserve component participation, and embed a virtual CTC experience. Revisions to the TCDP will be developed in FY02 and piloted and implemented beginning in FY03.

CAC Efforts

The CAC will create a program of instruction that provides expanded knowledge of Army Service Component Command (ASCC) and Army force (ARFOR) structures as well as missions for officers. The ASCC plans the redeployment of ARFOR in a joint force environment, including reconstitution. The ASCC is also responsible for satisfying training, administrative, and logistics requirements for ARFOR. Required distributed courseware will be available at the time officers are assigned to an ASCC headquarters. Development and piloting of this courseware is expected in FY03 and distribution in FY04.

Similar professional military education initiatives for warrant and non-commissioned officers will follow based on the findings and recommendations of the CSA Army panel addressing the development and training of our 21st century leaders (non-commissioned and warrant officers).

Conclusion

To successfully field and implement the Objective Force, soldiers and adaptive leaders should be developed using a focused approach. TRADOC must provide the Army with soldiers and leaders having standards-based competencies who can successfully lead and train their units while fully integrating combined-arms capabilities in a full-spectrum operational environment. This combined-arms, full-spectrum operational approach is the foundation for developing curricula that support our training and education requirements and the strategic underpinnings for the human dimension.

LTC GORDON K. ROGERS is a Senior Military Analyst in the TRADOC Transformation Directorate. He received a B.S. from Jacksonville State University and an M.A. from Webster University. He is also a graduate of the Joint Forces Staff College.
